



INDIANA
DEPARTMENT *of*
EDUCATION

2023 INDIANA ACADEMIC STANDARDS **VISUAL ARTS**

GRADES 6-12



Indiana Academic Standards Context and Purpose

The Indiana Academic Standards for Grades 6-12 Visual Arts define what students should know and be able to do when participating in Visual Arts at each grade level. In alignment with the [National Coalition for Arts Standards](#), the Indiana Academic Standards for Visual Arts consist of anchor standards, enduring understandings, and essential questions as defined for four overall themes. These four themes are:

- Creating
- Presenting
- Responding
- Connecting

High school visual arts standards are organized into three levels: Proficient, Accomplished, and Advanced. These levels acknowledge the differing levels of ability and past experiences with which students may enter these courses. The National Coalition for Arts Standards provides the following definitions for each level. Educators are encouraged to use these definitions when designing learning experiences that can be appropriately differentiated for students in relevant courses.

<i>Proficient</i>	A level of achievement attainable by most students who complete a high-school level course in the arts (or equivalent) beyond the foundation of quality Pre K-8 instruction.
<i>Accomplished</i>	A level of achievement attainable by most students who complete a rigorous sequence of high-school level courses (or equivalent) beyond the Proficient level.
<i>Advanced</i>	A level and scope of achievement that is beyond rigorous, substantially expands students' knowledge, skills, and understandings beyond the expectations articulated for Accomplished achievement, and prepares students for college-level work.

While the Indiana Academic Standards establish key expectations for knowledge and skills and should be used as the basis for curriculum, the standards by themselves do not constitute a curriculum. It is the responsibility of the local school corporation to select and formally adopt curricular tools, strategies, and/or other supplementary materials that align with Indiana Academic Standards. Additionally, corporation and school leaders should consider the appropriate instructional sequence of the standards as well as the length of time needed to teach each standard. Every standard has a unique place in the continuum of learning, but each standard will not require the same amount of time and attention. A deep understanding of the vertical articulation of the standards will enable educators to make the best instructional decisions. The Indiana Academic Standards must also be complemented by robust, evidence-based instructional practices to support overall student development.

Visual Arts: Creating	
<p>Anchor Standard 1: Generate and conceptualize artistic ideas and work.</p> <p>Enduring Understanding: Creativity and innovative thinking are essential life skills that can be developed.</p> <p>Essential Question(s): What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?</p>	
INVESTIGATE/PLAN/MAKE	
Grade 6	VA:Cr1.1.6 (a) Combine concepts collaboratively to generate innovative ideas for creating art.
Grade 7	VA:Cr1.1.7 (a) Apply methods to overcome creative blocks.
Grade 8	VA:Cr1.1.8 (a) Document early stages of the creative process visually and/or verbally in traditional or new media.
HS Proficient	VA:Cr1.1.I (a) Use multiple approaches to begin creative endeavors.
HS Accomplished	VA:Cr1.1.II (a) Individually or collaboratively formulate new creative problems based on the student's existing artwork.
HS Advanced	VA:Cr1.1.III (a) Visualize and hypothesize to generate plans for ideas and directions for creating art and design that can affect social change.
<p>Enduring Understanding: Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art making goals.</p> <p>Essential Question(s): How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?</p>	
Grade 6	VA:Cr1.2.6 (a) Formulate an artistic investigation of personally relevant content for creating art.
Grade 7	VA:Cr1.2.7 (a) Develop criteria to guide making a work of art or design to meet an identified goal.
Grade 8	VA:Cr1.2.8 (a) Collaboratively shape an artistic investigation of an aspect of present day life using a contemporary practice of art and design.
HS Proficient	VA:Cr1.2.I (a) Shape an artistic investigation of an aspect of present- day life using a contemporary current practice of art or design.
HS Accomplished	VA:Cr1.2.II (a) Choose from a range of materials and methods of traditional and contemporary artistic practices to plan and produce works of art and design.
HS Advanced	VA:Cr1.2.III (a) Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions to plan the making of multiple works of art and design based on a theme, idea, or concept.

Anchor Standard 2: Organize and develop artistic ideas and work.

Enduring Understanding: Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.

Essential Question(s): How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?

INVESTIGATE

Grade 6	VA:Cr2.1.6 (a) Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.
Grade 7	VA:Cr2.1.7 (a) Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.
Grade 8	VA:Cr2.1.8 (a) Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of artmaking or designing.
HS Proficient	VA:Cr2.1.I (a) Engage in making a work of art or design without having a preconceived plan.
HS Accomplished	VA:Cr2.1.II (a) Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen artwork.
HS Advanced	VA:Cr2.1.III (a) Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.
<p>Enduring Understanding: Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.</p> <p>Essential Question(s): How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create?</p>	
Grade 6	VA:Cr2.2.6 (a) Explain environmental implications of conservation, care, and cleanup of art materials, tools, and equipment.
Grade 7	VA:Cr2.2.7 (a) Demonstrate awareness of ethical responsibility to oneself and others when utilizing digital images and shared visual sources.
Grade 8	VA:Cr2.2.8 (a) Demonstrate awareness of practices, issues, and ethics of appropriation, fair use, copyright, open source, and creative commons as they apply to creating works of art and design.
HS Proficient	VA:Cr2.2.I (a) Explain how traditional and non- traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.
HS Accomplished	VA:Cr2.2.II (a) Demonstrate awareness of ethical implications of making and distributing creative work.
HS Advanced	VA:Cr2.2.III (a) Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work.

Enduring Understanding: People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.

Essential Question(s): How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?

Grade 6	VA:Cr2.3.6 (a) Design or redesign objects, places, or systems that meet the identified needs of diverse users.
Grade 7	VA:Cr2.3.7 (a) Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas.
Grade 8	VA:Cr2.3.8 (a) Select, organize, and design images and words to make visually clear and compelling presentations.
HS Proficient	VA:Cr2.3.I (a) Collaboratively or individually develop a plan for an installation, artwork, art show, or space design that transforms the perception and experience of a particular place.
HS Accomplished	VA:Cr2.3.II (a) Redesign an object, system, place, or design in response to contemporary issues.
HS Advanced	VA:Cr2.3.III (a) Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.

Anchor Standard 3: Refine and complete artistic work.

Enduring Understanding: Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.

Essential Question(s): What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?

REFLECT/REFINE/CONTINUE

Grade 6	VA:Cr3.1.K6 (a) Reflect on whether personal artwork conveys the intended meaning and revise accordingly.
Grade 7	VA:Cr3.1.7 (a) Reflect on and explain important information about personal artwork in an artist statement or another format.
Grade 8	VA:Cr3.1.8 (a) Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.
HS Proficient	VA:Cr3.1.I (a) Apply relevant criteria from traditional and/or contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.
HS Accomplished	VA:Cr3.1.II (a) Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.
HS Advanced	VA:Cr3.1.III (a) Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.

Visual Arts: Presenting	
<p>Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</p> <p>Enduring Understanding: Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.</p> <p>Essential Question(s): How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?</p>	
SELECT	
Grade 6	VA:Pr4.1.6 (a) Analyze similarities and differences associated with preserving and presenting two-dimensional, three-dimensional, and/or digital artwork.
Grade 7	VA:Pr4.1.7 (a) Compare and contrast how technologies have changed the way artwork is preserved, presented, and experienced.
Grade 8	VA:Pr4.1.8 (a) Develop and apply criteria for evaluating a collection of artwork for presentation.
HS Proficient	VA:Pr4.1.I (a) Analyze and select, and curate artifacts and/or artworks for presentation and preservation.
HS Accomplished	VA:Pr4.1.II (a) Analyze, select, and critique personal artwork for a collection or portfolio presentation.
HS Advanced	VA:Pr4.1.III (a) Critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.
<p>Anchor Standard 5: Develop and refine artistic techniques and work for presentation.</p> <p>Enduring Understanding: Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.</p> <p>Essential Question(s): What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?</p>	
PREPARE/ANALYZE	
Grade 6	VA:Pr5.1.6 (a) Individually or collaboratively, develop a visual plan for displaying works of art, analyzing exhibit space, the needs of the viewer, and the layout of the exhibit.
Grade 7	VA:Pr5.1.7 (a) Based on criteria, analyze and evaluate methods for preparing and presenting art.
Grade 8	VA:Pr5.1.8 (a) Collaboratively prepare and present selected theme- based artwork for display, and formulate exhibition narratives for the viewer.
HS Proficient	VA:Pr5.1.I (a) Analyze and evaluate the reasons and ways an exhibition is presented.
HS	VA:Pr5.1.II (a) Evaluate, select, and apply methods or processes appropriate to

Accomplished	display artwork in a specific place.
HS Advanced	VA:Pr5.1.III (a) Investigate, compare, and contrast methods for preserving and protecting art.
Anchor Standard 6: Convey meaning through the presentation of artistic work. Enduring Understanding: Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding. Essential Question(s): What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?	
SHARE/PRESENT	
Grade 6	VA:Pr6.1.6 (a) Analyze how museums or other venues reflect history and/or values of a community.
Grade 7	VA:Pr6.1.7 (a) Compare and contrast viewing and experiencing collections and exhibitions.
Grade 8	VA:Pr6.1.8 (a) Analyze why and how an exhibition or collection may influence ideas, beliefs, and experiences.
HS Proficient	VA:Pr6.1.I (a) Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, and/or political beliefs and understandings.
HS Accomplished	VA:Pr6.1.II (a) Make, explain, and justify connections between artists or artwork and social, cultural, and/or political history.
HS Advanced	VA:Pr6.1.III (a) Curate a collection of objects, artifacts, or artwork to impact the viewer's understanding of social, cultural, and/or political experiences.

Visual Arts: Responding	
Anchor Standard 7: Perceive and analyze artistic work. Enduring Understanding: Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Essential Question(s): How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?	
PERCEIVE	
Grade 6	VA:Re7.1.6 (a) Identify and interpret works of art or design that reveal how people live around the world and what they value.
Grade 7	VA:Re7.1.7 (a) Explain how the method of display, the location, and the experience of an artwork influence how it is perceived and valued.
Grade 8	VA:Re7.1.8 (a) Explain how a person's aesthetic choices are influenced by culture and/or environment and impact the visual image that one conveys to others.

HS Proficient	VA:Re7.1.I (a) Hypothesize ways in which art influences perception and understanding of human experiences.
HS Accomplished	VA:Re7.1.II (a) Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.
HS Advanced	VA:Re7.1.III (a) Analyze how responses to art develop over time based on knowledge of and experience with art and life.
Enduring Understanding: Visual imagery influences understanding of and responses to the world. Essential Question(s): What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?	
Grade 6	VA:Re7.2.6 (a) Analyze ways that visual components and cultural associations suggested by images influence ideas, emotions, and actions.
Grade 7	VA:Re7.2.7 (a) Analyze multiple ways that images influence specific audiences.
Grade 8	VA:Re7.2.8 (a) Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions.
HS Proficient	VA:Re7.2.I (a) Analyze how one's understanding of the world is affected by experiencing visual imagery.
HS Accomplished	VA:Re7.2.II (a) Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.
HS Advanced	VA:Re7.2.III (a) Determine the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.
Anchor Standard 8: Interpret intent and meaning in artistic work. Enduring Understanding: People gain insights into meanings of artworks by engaging in the process of art criticism. Essential Question(s): What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?	
ANALYZE	
Grade 6	VA:Re8.1.6 (a) Interpret art by distinguishing between relevant and non-relevant contextual information and analyzing subject matter, characteristics of form and structure, and use of media to identify ideas and mood conveyed.
Grade 7	VA:Re8.1.7 (a) Interpret art by analyzing artmaking approaches, the characteristics of form and structure, relevant contextual information, subject matter, and use of media to identify ideas and mood conveyed.
Grade 8	VA:Re8.1.8 (a) Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, artmaking approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.
HS Proficient	VA:Re8.1.I (a) Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.

HS Accomplished	VA:Re8.1.II (a) Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.
HS Advanced	VA:Re8.1.III (a) Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.
Anchor Standard 9: Apply criteria to evaluate artistic work. Enduring Understanding: People evaluate art based on various criteria. Essential Question(s): How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?	
INTERPRET	
Grade 6	VA:Re9.1.6 (a) Develop and apply relevant criteria to evaluate a work of art.
Grade 7	VA:Re9.1.7 (a) Compare and explain the difference between an evaluation of an artwork based on personal criteria and an evaluation of an artwork based on a set of established criteria.
Grade 8	VA:Re9.1.8 (a) Create a convincing and logical argument to support an evaluation of art.
HS Proficient	VA:Re9.1.I (a) Use established criteria in order to evaluate a work of art or collection of works.
HS Accomplished	VA:Re9.1.II (a) Determine the relevance of criteria used by others to evaluate a work of art or collection of works.
HS Advanced	VA:Re9.1.III (a) Construct evaluations of a work of art or collection of works based on differing sets of criteria.

Visual Arts: Connecting	
Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art. Enduring Understanding: Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences. Essential Question(s): How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?	
SYNTHESIZE	
Grade 6	VA:Cn10.1.6 (a) Generate a collection of ideas reflecting current interests and concerns that could be investigated in art-making.
Grade 7	VA:Cn10.1.7 (a) Individually or collaboratively create visual documentation of places and times in which people gather to make and experience art or design in the community.
Grade 8	VA:Cn10.1.8 (a) Make art collaboratively to reflect on and reinforce positive aspects of group identity.

HS Proficient	VA:Cn10.1.I (a) Document the process of developing ideas from early stages to fully elaborated ideas.
HS Accomplished	VA:Cn10.1.II (a) Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art-making.
HS Advanced	VA:Cn10.1.III (a) Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.
<p>Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p> <p>Enduring Understanding: People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.</p> <p>Essential Question(s): How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?</p>	
INTERRELATE	
Grade 6	VA:Cn11.1.6 (a) Analyze how art reflects changing times, traditions, resources, and cultural uses.
Grade 7	VA:Cn11.1.7 (a) Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses.
Grade 8	VA:Cn11.1.8 (a) Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity.
HS Proficient	VA:Cn11.1.I (a) Describe how knowledge of culture, traditions, and history may influence personal responses to art.
HS Accomplished	VA:Cn11.1.II (a) Compare uses of art in a variety of social, cultural, and historical contexts and make connections to uses of art in contemporary current and local contexts.
HS Advanced	VA:Cn11.1.III (a) Analyze and appraise the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.